

# LESSON 4

## Playing With Other Children

### Getting Ready

1. Read through the lesson before working with the child.
2. Organize the materials you will need for the lesson:  
Progress Chart  
Items necessary for completing lesson activities  
Pencil or pen for marking charts  
Reward badge or other tangible reward
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the child.

**Note:** Make sure you observe and chart the child's behavior for one week before you begin the lesson. You can then compare the first week's chart with those of the following weeks to determine progress. (For more information on charting, refer to "Monitoring Child Progress" on page 9.)

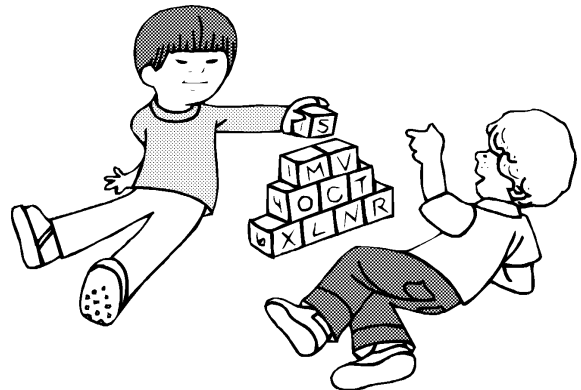
### Directions

Some children are happy playing by themselves or with others. They are both self-sufficient and social.

Other children keep playmates away by using unacceptable behavior--hitting, arguing, interrupting, teasing, or not sharing. You can teach such a child acceptable behavior by reading the sections in this manual that deal with these problems.

Many children, however, would like to play with others but are afraid, shy, or unsure of themselves. They may not know how to play with other children. If a child is too shy or doesn't know how to play with others, follow these suggestions:

1. Be conscious of the child's feelings. If you take a child someplace where he has the opportunity to play with another child, watch him. If he is hesitant and afraid to play, gradually build his confidence so that he can interact with others.
2. When you are with the child and he smiles at or talks with another child, praise him for being friendly. You might even try playing with both children for a while.
3. Be careful not to push the child into uncomfortable situations. If he is shy, he won't like large groups of children. Try to find one child to play with him. If he enjoys that, he may soon be ready to play with several children.



4. Let the child know that you care. Comfort

him if his feelings get hurt while playing but don't be over-protective. Children can be cruel to one another. Every child has to learn that some playmates are fun and some may have to be avoided or ignored. Help the child learn to distinguish between the two.

5. Be sure to chart the child's behavior so that you can determine his progress. Use the Progress Chart on page 28.
6. Once the child has mastered the skills in this lesson, give him a reward badge or other tangible reward.

#### **Remember:**

1. Notice when the child is behaving.
2. Be specific in your praise.
3. Reinforce immediately.
4. Reinforce small steps.
5. Follow the three steps for teaching.
6. Be consistent.
7. Ignore misbehavior.
8. Create a "quiet area" and use it when necessary.
9. Set conditions.
10. Make effective demands.
11. Reason with the child only when he is behaving.

### **Adult Dialogue**

The skills to be taught in this lesson will vary from child to child. For this reason specific adult dialogue is not included. A few examples, however, are provided which demonstrate adult interactions with children in a variety of situations:

**Example 1:** Teaching a child how to play with others.

**C:** (Is playing in backyard by himself. New next-door neighbor's child is also playing alone in his backyard. Looks at neighbor with interest.)

**A:** (Calls over to neighbor's child.)

**A:** **Tommy, ask your mother if you may come**

**over to our backyard. Let's all three play a game together.**

(Plays with both children for a short time. Then finds a reason to leave.)

**I have to check the laundry now. You play without me for a while.**

(Starts out with very short periods and then makes them longer and longer.)

**You are playing well together. I like that.**

**Example 2:** Not pushing a child into situations that are uncomfortable.

**A:** (You and your child are at a social gathering. A number of parents and children are present, and your child is nervous. Someone suggests you let him go outside and play with the other children.)

**George, you may go out and play with the other children or you may sit quietly with me.**

**C:** I don't want to go outside.

**A:** Very well, you may stay here.

**Example 3:** Noticing the child helping others and praising him.

**C:** (Helps little brother pick up toys and put them away.)

**A:** **That is really nice. I like to see you working together.**

# Progress Chart

BEHAVIOR: \_\_\_\_\_

## Daily Tally

DATES	MON	TUE	WED	THR	FRI	SAT	SUN	TOTAL

## Weekly Graph

